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HISTORY.

EMILY J. RICE.

HISTORY IN PRIMARY GRADES.

THE study of social life in the school is not merely a question of selection of subject-matter, but also one of organization and method. If we introduce typical social occupations into the school and give the children an opportunity to enter actively into social experiences, these experiences become full of meaning to them. The children demand knowledge in order that they may carry on their occupations properly and with an understanding of the relations of these occupations. They study under the same conditions as those that govern the outside life. In the outside world, what we do creates a necessity for knowledge, and the strongest impulse to acquirement is found in the needs of our daily living. If there be no opportunity for the child to use his knowledge in his own activities, it fails to strengthen his power, for power is the result of applied knowledge.

The first condition, then, for the selection of material in history is that the school shall be organized for work. The second is that the occupations shall be related closely to the subjects of the old curriculum. Most teachers still look upon the geography and the history, the science and the number, as the regular studies, and use the occupations for rest and variety, not as the center and vital part of the course. They fail to take advantage of the impulse that the occupations give to the learning of the other subjects, for it is when the children need knowledge to help them in their work that they study to the best purpose. The schools are in danger of the divorce between thought and work that has proved so harmful to our modern industrial system. They keep the industries and the thought-processes entirely separate, instead of making the one an aid to the other. Education through intelligent work gives the possibility that the worker may become an artist, and that labor may be done with joy.

In the earliest years the demand for expression in objective ways is especially strong, and much time should be given to hand-work and dramatization. We must expect little beyond observation and imitation of existing conditions. Children six and seven years old cannot imagine conditions very different from those of their own experiences, or comprehend the past as past. Their interest in other times is from the standpoint of their own ways of doing and thinking, and not because of any appreciation of historic growth. As they gain in power to think of conditions beyond the reach of their observation, we may use more historic material in our teaching; but throughout the primary grades each phase of the work should begin with the immediate environment and make use only of such facts of history as the children can easily relate to their own experiences.

The following is an attempt to plan work in history, or social study, for the first four grades, on the theory that the occupations should determine the lines of study.

THE KINDERGARTEN.

The children will make playhouses, because the interest in home life is universally the great center around which their ideas revolve. Expression takes the form of play, because it is at this age the primary form of realizing the inner life.

The materials chosen are large blocks, in the shape of bricks, twice the size of ordinary building brick, and cubes, triangular prisms, columns, and plinths, in proportionate size. This easily transformed material is chosen rather than the boxes of permanent form, for three reasons: (1) In order that the childrens' ideas, which are changeable, may find a vehicle suited to change, as the ideas alter and grow in clearness. (2) The stimulus to making comes partly through the suggestions found in the material; images grow rapidly while expressing themselves in such partially shaped material. (3) In block building, a few fundamental principles, observed in all building, can be discovered and used; among these are proportion, balance, strength, and suitability. Blocks furnish this mobile, suggestive material, responding to fundamental building principles.

The houses and the several rooms being built, the uses of the rooms will be defined in their arrangement and furnishing. The older children now might make some of the necessary furniture in a more lasting form.

Those students who are preparing to assist in the kindergarten may choose work from either 1 or 2 below.

1. *Furniture*.—Develop a plan for making furniture, choosing (*a*) material—manilla paper and wood; (*b*) articles to be made; (*c*) method of suggestion or direction in giving the work to the children.

2. *Plays founded on home activities*.—Select any branch of home industry and indicate the mode of play or work that you would take from it into the kindergarten. Show (*a*) plan of development with the children; (*b*) making; (*c*) modeling; (*d*) drawing or painting; (*e*) songs and stories; (*f*) dramatization.

3. *Activities of the neighborhood*.—The work of the postman, milkman, grocer, and driver or motorman may be carried out in the same way.—*Bertha Payne*.

FIRST GRADE.

The chief social interest of the children in the first grade, as of those in the kindergarten, is in the home and immediate neighborhood. It seems best, therefore, to use similar material for study, adding to it something of the relation of the things used in the home to the larger world from which they come. The children are still in the play period and demand abundant means of concrete expression; hence the building and furnishing of playhouses and games of occupation may well be continued. Their ideas are more definite than are those of the kindergarten children, and, instead of using blocks and paper as material for building, destroying and re-creating frequently, they may make something permanent—houses of wood—adapting to their needs boxes which can be easily procured. A plan for a playhouse is given in Miss Wygant's outline of first-grade work for this month.

OUTLINE OF WORK.

1. Building materials. (*a*) Wood: kinds of wood used; best kinds for different purposes; sections of wood cut, polished, and oiled, from which the children decide what kinds to use for woodwork of houses and for different articles of furniture; pictures of forests; cutting of trees; transportation to saw-mills; houses of different countries. See Harwood, "The Story of a Pine Board," *St. Nicholas*, Vol. XXV, p. 20. (*b*) Stone: kinds; where obtained; how prepared for use; metal work; blacksmith shop and foundry. (*c*) Brick: processes of manufacture.

2. Making of dishes, cooking, and serving of food. (*a*) Study of agriculture: visit to a farm; preparation of soil for grain; planting; harvesting; grinding; transportation; care of animals; making of butter and cheese; visits to groceries and bakeries; making of maple sugar; growth of sugar cane. (*b*) Pottery: material; form; decoration.

3. Weaving of mats and simple needlework. (*a*) Study of clothing: preparation of wool for use in weaving; washing and shearing of sheep; carding; spinning; weaving; work on a cotton plantation; separation of seeds from the cotton; transportation of cotton; raising of flax; care of the silk worm.

4. Civics: (*a*) Occupations seen on the lakeshore; visits to the harbor, the life-saving station and light-house; the postman; the fireman.
5. Stories of the events celebrated in the yearly holidays.

SECOND GRADE.

The children in this grade may do more difficult work in the household arts than those in the first grade, and see more deeply into the relations of their work to the work of others, both past and present. They should, therefore, spend a longer time in the study of one industry than before, and may trace something of the evolution of that industry in its most primitive forms. We shall make the textile work our first center, and continue the study as long as is warranted by the interest of the children.

OUTLINE OF WORK.

1. Handwork. (See Miss Mitchell's outline in *COURSE OF STUDY*, Vol. II, No. 2, p. 151.) That outline is for a year's work on textiles, although by mistake in printing it is not so indicated.
2. The textile industry of our own time. Visit factories and shops.
3. History of the processes of spinning, dyeing, and weaving: the spindle and distaff; the spinning wheel; the American-Indian and other primitive looms; the colonial loom.
4. History of people in the shepherd stage of development: (*a*) Kind of country that a shepherd people would need: give a proper setting to the story of a typical family; as, wide plains; use pictures and blackboard drawings; reasons for the shepherds moving from place to place and wandering over a great amount of country—nomad life; travel by night guided by the stars—no sure guide by day; learned by watching the stars to calculate times and seasons; used the stars in art; necessity for wells of water. (*b*) Social organization: The patriarchal family. The story must be one of a large family, all depending upon its patriarch for guidance; wisdom of patriarch, able to plan his journeyings under many conditions, as the firmament, the pastures, other tribes; property in flocks and herds; common ownership; hospitality a special virtue; gentleness of character cultivated by occupation, the care and protection of animals; solidarity of family, men who live their whole lives together; healthful out-of-door life; easy life, tending toward contemplation instead of active labor; separation of family because of necessity for wells of water and pastures. (*c*) Food: milk and flesh, chiefly; care of flocks; the shepherd boy; the sheep-fold; occupations of the women; learning to spin and to weave. (*d*) Clothing: cloth instead of skin; long, flowing garments unsuitable for hunting or more active labor; weaving of carpets; starry patterns. (*e*) Shelter: the tent; "opulence of the pastoral East: maid-servants for the children and men-servants for the flocks; horses and asses, tents and carpets, changes of raiment, weapons and jewels, camels to carry

the whole." (f) Exchange: contact with other tribes, or with agricultural people; barter of wool and carpets for weapons and tools; the caravan trade, caravaneer a young man, strong for protection and keen in trade; beginnings of commerce. (g) Stories of Abraham, Isaac, Jacob, David. Christmas stories. (h) Expression: Mr. Duncan suggests the following scenes for blackboard sketches: shepherd protecting flock from men or beasts; the lost sheep; shepherd carrying sheep, gathering the lambs with his arm; shepherd gathering sheep together; "shepherds abiding in the fields by night;" watching the stars; patriarch and tribe wandering on grassy plains; striking tents; patriarch among his children, blessing the caravaneer, who is departing; tent life, mother and babes, old woman weaving starry-patterned rugs; sheep-fold; washing, shearing, carding, spinning, and weaving; shepherd rescuing sheep from cleft in the rocks; round-up of cattle on the great plains; sheep following shepherd; "green pastures and still waters;" flocks with shepherds and dogs going up the mountains to feed; night, showing loneliness of shepherd; flock protected and watched by dogs; shepherd going in search of lost sheep; part of flock pursued by wolf, shepherd going to rescue; mother spinning, children listening to stories told by grandfather; flocks coming home at night; goat-herd with goats on rough hillside; Apollo watching the flocks of Admetus; cowboys herding long-horned cattle in Texas; Scotch shepherds driving flock to fold in face of storm; Girth, the swineherd; milking the deer; Scottish songs: "Come a' ye jolly shepherds;" "Ca' the yowes."

5. Comparison of people in the shepherd stage with the hunter and the farmer.

6. Civics: Water supply and illumination.

REFERENCES: "A Suit of Clothes," *Harper*, Vol. LXXX, p. 685, 1890; Mason, *Woman's Share in Primitive Culture*; Shaler, *Domesticated Animals*; Geddes, "Flower of the Grass," *The Evergreen*, summer, 1896; Leate, "The Shepherd's Midnight Mass," *Littell's Living Age*, Vol. CCVIII, p. 185; "The Shepherds of Olympus," *Littell's Living Age*, Vol. CCXVIII, p. 881; "The Northern Shepherd," *Littell's Living Age*, Vol. CXLVI, p. 407; Sven Hedin, "With the Shepherds of the Khotan-Daria," *Through Asia*, Vol. I, p. 602; Baldwin, *Old Stories of the East*; *Old Testament Stories in Scripture Language*, "Riverside Literature" series, No. 46; Beale, *Stories from the Old Testament*; Andrews, *Each and All*; Keary, *Dawn of History*, chap. vi; Knox, *Boy Travelers in Egypt and the Holy Land*.

THIRD GRADE.

Cooking is the occupation that we shall take as the first and, perhaps, the main center for the history of the third grade.

OUTLINE OF WORK.

1. Handwork: cooking; gardening; making of pottery.
2. Present methods of obtaining food; visit a farm and also groceries and bakeries; enlarge the picture of the farm to that of the corn and wheat belts of the country; methods of transportation of food stuffs; grain elevators.

3. History of agriculture. (*a*) Kind of country suitable for farmers ; compare with pasture lands ; necessity for fertile soil ; picture a river valley, the river used as a means of communication. (*b*) Food : methods of obtaining food with primitive tools ; history of the plow and other agricultural implements ; history of the mill ; early methods of cooking ; making pottery ; stories of famous potters and stories from the decorations of Greek vases. (*c*) Shelter : permanent homes ; beginnings of architecture ; forms of stone houses ; forms of brick constructions ; homes of other lands. (*d*) Social organization : individual family ; ownership of property ; the homestead : the pasture ; the arable land ; beginning of cities.

4. Civics : study of methods of transportation ; stories of great sailors and explorers.

REFERENCES : Heck, "Agricultural Machinery," *Iconographic Encyclopædia*, Vol. VI, p. 177, plates 1-8, 56-60 ; Small and Vincent, "The Family on the Farm," *An Introduction to the Study of Society* ; Knight, *Mechanical Dictionary* ; Abbott, *Primitive Industry* ; "A Visit to a Wheat Farm," *Carpenter's Geographical Reader, North America*, p. 164 ; Parker, *Uncle Robert's Geography*, Vol. II, chaps. vii, viii, x ; Chase and Clow, *Stories of Industry*, Vol. II, p. 92 ; Baldwin's *Fourth Reader* (Haymaking), pp. 55-62 ; Binns, *The Story of the Potter* ; Payne, *History of America*, Vol. I ; Viollet-le-Duc, *Homes and Habitations of Man in All Ages* ; Regozin, *Chaldæa* ; Voorhees, *First Principles of Agriculture* ; Keary, *Dawn of History*, chap. viii ; Starr, *Some First Steps in Human Progress* ; Smith, *Ancient History of the East* (Egypt) ; Wilkinson, *Ancient Egyptians*, Vol. II, pp. 377-429 ; Rawlinson, *Ancient Monarchies*, Vol. I (Chaldæa) ; Morris, *The Aryan Race* ; Hearn, "The Aryan Family," *Britannica*, article on Architecture ; *Journal of the Anthropological Institute* ; Butterworth, *The Growth of Industrial Art*.

APPLIED MATHEMATICS.

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ELEMENTARY MATHEMATICS IN ASTRONOMY.

WHEN it is admitted that the study of geography should begin with a study of the pupil's environment, it should not be forgotten that environment is not determined solely from proximity of place. Many of the most important facts and teachings commonly included under the heading geography cannot be understood in any other than a merely verbal way without an appeal to phenomena usually thought of as being too remote from the pupil to constitute a part of his environment. If by environment we mean, as we should, whatever lies so closely within the range of the pupil's senses as to make a direct appeal to his